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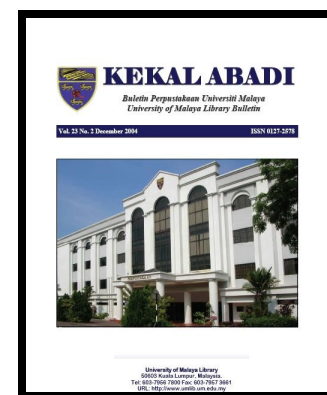
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Special Article

Malay Names – Local Customs and Western Perceptions

a paper presented to the
Forum on the Cataloguing of Malay Names
held at Kajian Sains Perpustakaan, Institut Teknologi Mara
on 1st November, 1974

by Beda Lim and Ibrahim bin Ismail

This paper does not set out the cataloguing practices of any existing library in Malaysia in regard to Malay names. Existing practices are, after all, built on a number of ad hoc decisions and compromises which have been made from time to time. Instead, this paper will explore a few principles affecting the key issues in regard to the form of Malay names adopted in cataloguing practice.

From our point of view, the main question to be asked initially may be formulated as follows: "Should the cataloguer respect local customs, or should he impose upon them a standard set of rules whereby, from his point of view, uniformity and consistency may be achieved?" The first alternative makes work more difficult, as it means grappling with the reality of local customs, and discerning the principles which underlie the bewildering, and often seemingly contradictory, practices that may be observed locally. The second alternative is temptingly simpler to adopt, both by the western and the Malaysian cataloguer, since, once a set of rules have been drawn up, no further investigations need to be made to determine the form of name to be adopted. Supporters of this second approach often also assert: "Let us not confuse the western cataloguer."

For any new library in Malaysia, then, the question enunciated in the previous paragraph appears to us to be crucial. Should the second alternative be decided upon, then from the point of view of the cataloguing division their troubles are over, although of course irritation is bound to occur among some local authors – and catalogue users. On the other hand, should the first alternative be chosen, then other key questions are raised.

Among these is that concerning honorifics, such as "Raja," "Tengku," "Ungku," "Tan Sri," "Datuk," "Haji," "Wan," and "Nik." Any examination of the telephone directory will reveal that, in Malaysia, some honorifics are treated as part of the name while others are not. No unified principle appears to have been established as yet, and we are not proposing one at present. Provisionally, however, we feel that the problem may be resolved in another way, that is, by making a distinction between titles which are inherited and titles which are conferred. Without being dogmatic about it, we feel it may be stated that inherited titles are treated as part of the name, whereas conferred titles are not. Thus,

TENGKU Shamsul Bahrin

but

ABDUL Aziz bin Shaik Mydin, Haji

Care should be taken, however, to note those occasions where even the conferred title is treated as part of the name, as for example in the case of “Abdul Wahab bin Haji Abdul Hamid.” One Malaysian cataloguer we know, who applied too rigidly the distinction between inherited titles and conferred titles, produced the following monstrosity,

ABDUL Wahab bin Haji Abdul Hamid

requiring, we suppose, the honorific to be ignored in filing. The illogic in the choice of this form is indeed amazing, and the choice, we feel, is quite insupportable. Where an honorific appears as other than the first word in a name, we should ask, not “Is it an inherited title or a conferred title?” but rather “Is it part of the name?” The distinction between inherited titles and conferred titles is therefore only an aid. The containing question, and the essential one, remains “Is it part of the name?”

Another key question is related to spelling. As a result of a cataloguing decision taken in the University of Singapore Library (then University of Malaya Library) back in 1952, the standard spelling, “Muhammad,” has been adopted in several Malaysian libraries for the different forms of the name, such as “Muhamad,” “Mohammad,” “Mohamad,” “Mohamed,” “Mohd.,” and “Md.” Would the same chief cataloguer who took this decision, we wonder impose a standard spelling for “Greene” and “Green,” or “Browne” and “Brown”? To this, it might be retorted, “Ah, but ‘Greene’ and ‘Green’ are entirely different names.” But are they, really? Remember that speech preceded writing, and that phonetically the two names are identical.

We make no claim to completeness or finality. Obviously, more work needs to be done on this problem, and it is our hope that research will proceed, not on the drawing up of a set of rules which must be consulted whenever each new case is raised, but rather on arriving at those few principles which are crucial and which may be applied independently by any intelligent cataloguer.

BL/kl

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Implementation of Information Literacy Course (GIG1004) for Visual and Hearing Impaired Students in University of Malaya

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Abstract

The University of Malaya has made it compulsory for all undergraduates including students with disabilities to sign up for the Information Literacy Course or GIG1004 in 2018. It is a two-credit course and the Library was entrusted to conduct it. This course has been running for 18 years and throughout this duration, the course had changed considerably both in contents and delivery method. This article will look at the implementation of the course and how the Library plays a significant role in inculcating lifelong learning for students with disabilities.

Keywords: Information literacy; Disabilities; Undergraduates; Visual impaired; Hearing impaired

Abstrak

Pada tahun 2018, Universiti Malaya telah mewajibkan semua pelajar termasuk pelajar kurang upaya untuk mendaftar Kursus Literasi Maklumat atau GIG1004. Ini adalah kursus (2) dua jam kredit selama 14 minggu untuk semua pelajar dan Perpustakaan telah diamanahkan untuk menjalankan kursus ini. Kursus ini telah dijalankan selama 18 tahun dan sepanjang tempoh ini, kandungan kursus dan kaedah pengajaran telah berubah dengan ketara selaras dengan perkembangan semasa. Artikel ini akan menerangkan pelaksanaan kursus dan bagaimana Perpustakaan memainkan peranan penting dalam menanamkan pembelajaran seumur hidup kepada pelajar kurang upaya.

Kata kunci: Literasi maklumat; Pelajar kurang upaya; Ijazah dasar; Kurang upaya penglihatan; Kurang upaya pendengaran

Introduction

The Information Skills subject had been introduced at the University of Malaya as university compulsory course in 1989. It had been revised as the Information Literacy Course (GIG1004) in 2015. This course had been taught by the University of Malaya librarians. Previously, visual and hearing impaired students are granted an exemption for this course by attending a single library briefing session inclusive of the Pendeta Discovery (Online Public Access Catalogue) and Interaktif Portal (database). However in 2017, this course is made compulsory to be completed for all undergraduate students including the disabilities.

Literature Review

Approximately 2.2 billion people have been diagnosed with vision impairment globally, of whom at least 1 billion of them have a vision impairment that could have been prevented or has yet to be addressed. This 1 billion people includes those with moderate or severe distance vision impairment or blindness due to unaddressed refractive error, as well as near vision impairment caused by unaddressed presbyopia (World Health Organization, 2019, Oct 8) while, 466 million people worldwide are reported to have disabling hearing loss, and 34 million of them are children. It is estimated that by 2050, over 900 million people will have disabling hearing loss (World Health Organization, 2019, Mar 20).

The academic library is a fundamental component in the academic achievement of the student, including those who are disabled. It is the library's duty to provide the means of information accessible to all users no matter what their condition is. Libraries should be available to the community as a whole, regardless of ethnic origin, gender, religion, language, physical disabilities, and economic condition. Therefore, libraries should adapt their resources, facilities, and services to the specific needs of patrons (Lehmkuhl, 2015).

The information literacy sessions and courses should be included for the students with disabilities. This is due to the fact that these students rely on assistive technology or specially adapted printed material which enables them to access information and conduct their studies. Providing a course for these students is a way to make them more independent when searching and selecting the information they need.

According to (Lehmkuhl, 2015), to address this situation Santa Catarina Federal University (UFSC) Library had conducted a pilot session for blind and visually impaired students which was initiated on 16 December 2014. This session was aimed to present the online information resources provided by the library and guide participants on how to conduct research using these resources. Three undergraduate students with visual disabilities, an AAI (Information Accessibility Environment) intern, and a psychologist from Santa Catarina Special Education Foundation attended the class. For this class, Non-Visual Desktop Access (NVDA) was chosen. For the pilot class, six information resources were chosen: UFSC Library OPAC, Google Scholar; Scielo (a digital library); and three eBooks databases. Despite considerable preparation and support in the form of assistive technology, several difficulties were faced such as the OPAC program's lack of accessibility. Some improvements needed to be done such as effective preparation of instructor to assistive technology and preparing accessible instructional material. This material could be sent to students in advance to the class and later be made available on the library website.

Schiff (2009) had done a similar information literacy session in the summer of 2007, as part of the City University of New York PeopleTech Summer Institute held at Baruch College. The author taught a class to a group of blind and visually impaired students, using assistive technology to access the resources of the college library which are JAWS and Zoom text. The observation was perceived that students were encountering not only conceptual difficulties on how to narrow down a topic, but difficulties in acclimating themselves to the screen. Sometimes students are not able to locate something as simple as the search button because of the design complexity of the screen. A website needs to be more user-friendly

so that it can be “read” by assistive technology users. The survey was followed up with a small focus group comprised of volunteers deaf and hard of hearing students in the Deaf Studies and Deaf Education program at Lamar University. Nine out of the 24 graduate students surveyed listed that Internet search engines as their primary source for research. This figure was much higher than the authors expected. Several respondents indicated that although they attempt to find items through the library catalogue and databases, they frequently experiencing a great level of difficulties locating or accessing the resources they need. This is one area where the patrons could benefit not only from reference assistance but also an information literacy session (Saar & Arthur-Okur, 2013). Therefore, information literacy sessions should be implemented to all students including the students with disabilities.

Methodology

Assistive technologies and reading materials

By definition, “assistive technologies” includes both hardware and software that enable blind and visually impaired persons to read print, use a computer, take notes, and communicate via paper and email. In our case we have decided to use JAWS as our computer at our designated computer lab, Lab S. JAWS enables a visually challenged individual to interact with the computer in the same way a sighted individual would since our slides are mostly are visual slides. We have created notes for the 14 weeks of course content in Microsoft Words and converted to PDF format with detailed explanations. The PDF files enable the students to access them using the JAWS software. The notes are given earlier before the class to allow the students to read them prior to the class.

Number of students

For Semester 1, 2018/2019 session, we received eleven (11) visually impaired students while for Semester 2, 2018/2019 session we had one student only.

Observation and Findings

At the beginning of the semester, the visually impaired students were combined with normal students. However, after receiving feedback from them, it was quite hard for them to catch up with the syllabus if they were combined in the same class. Therefore, we had a separate sessions for the visually impaired students conducted in Computer Lab S in the Central Library.

The JAWS software can read the required websites used, however, certain University of Malaya Library platforms such as the Pendeta Discovery (Online Public Access Catalogue) and the Interaktif Portal website needs to be improved for a better visual impaired accessibility. These problems were not only encountered by us but it was also faced by other universities as mentioned by Lehmkuhl (2015). Schiff (2009) also observed the same issue in her work with blind and visually impaired students. According to the author, students often had difficulties in acclimatizing themselves to the screen. However, with the help of facilitators to read the content of their searching, it has enabled them to complete their given

assignment for Part B (Pendeta Discovery) and Part C (Online Database) as required by the student with Disabilities Management Unit (2017) that the lecturer needed to read out the content of the lecture notes or search results that was displayed for the benefit of students with vision disability. While for Part D, the use of Internet searching platforms such as Google and Google Scholar, the students seem to be able to access and work well with the JAWS assistive technology. For Part E, the students need to prepare a list of references in APA Citation Style. Therefore, we have had to change the format of the assessments for Part E, suitable for the visually impaired students and provided theoretical instructions on the format of APA citation style so that they could understand the basic formatting for the citation style. Quizzes and tests had been conducted in Microsoft word format instead online as it much more easily read by the JAWS software following the guideline by the Student with Disabilities Management Unit (2017) that lectures should provide alternative assessment methods if the online assessments and test are not accessible to the disabled students.

For the hearing impaired students, the approach will be different from the vision-impaired students. The facilitator communicated with the student via typing on the computer all the instructions and extra explanations regarding the lectures. Another approach is by having a simple lip-reading with the students. Technically, lip reading is watching the lips to extract whatever speech information, or watching speech patterns, movements, gestures, and expressions. Facilitators, in general, may have limited experience dealing with students who are deaf/hearing impaired. Both facilitators and the students need to familiarise the lip reading process to ensure maximum understanding. According to Rosenblum (2007), results revealed that subjects who lip-read and heard the speech from the same and experienced talker performed better. However, for continuous assessment such as online quizzes and tests, the student managed to complete all task according to our regular assessment format.

Conclusion

To conclude, the visual and hearing impaired students managed to complete and understand our course successfully. They had submitted their course work project and undertaken the quizzes and tests on time. However, there is always room for improvement such as the library should consider adapting the friendlier platforms to enable assistive technologies to be read more easily. Other than that, the facilitators should be given adequate training not on just how to teach the visual and hearing impaired students with more effective ways but also be trained on how to communicate and interact with them in the best manners without interfering with the student's emotional state. As mentioned by Konarska (2007), a visually impaired person is not indifferent to his/her disability. The deaf people also showed a significant relationship between the level of emotional intelligence with the level of academic achievement and level of behavioural problems (Ataabadi, Yousefi, & Moradi, 2013).

Despite of all various types of services and accommodations being provided to the disability students in ensuring them to be more self-reliant in their learning and daily life; the Library should also provide training appropriate to the needs of teaching disability students such as classroom management, com-

munication skills, sign language, understanding the psychology of people with disabilities, systems used in teaching and learning and many more.



Picture 1: Facilitators with impaired students in Computer Lab S



Picture 2: Computers in Lab S equipped with JAWS software

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Amalan 5S di Perpustakaan Akademik, Malaysia: Pelaksanaan dan Keberkesanan

Haslina Husain¹ & Muhamad Faizal Abdul Aziz²

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Abstract

The library is an institution containing collections of books, periodicals and media collections (CD-ROM, cassette and video-cassette). The implementation of 5S in an academic library is a good practice to create a good library work environment. It also enhances cost, administration and service effectiveness.

Keywords: Academic library; 5S; Environmental management

Abstrak

Perpustakaan merupakan sebuah institusi yang menguruskan pelbagai bentuk koleksi maklumat yang merangkumi sebahagian besar buku serta pelbagai jenis bahan lain seperti jurnal, suratkhbar, majalah, kertas kerja persidangan dan koleksi media (CD-ROM, kaset, video kaset). Pelaksanaan amalan 5S oleh Perpustakaan Akademik Malaysia dilihat sebagai salah satu amalan yang positif di dalam pengurusan sumber manusia dan juga koleksi yang lebih efektif, cekap dan sistematik. Pelaksanaannya membantu dari segi penjimatan kos operasi, kecekapan pentadbiran dan penyampaian perkhidmatan yang lebih efektif.

Kata kunci: Perpustakaan akademik; Amalan 5S; Pengurusan persekitaran

Pendahuluan

Sejarah amalan 5S bermula di negara Singapura pada tahun 1986. Ia diperkenalkan sebagai alat peningkatan produktiviti oleh orang Jepun iaitu Dr. Tuchiya. Amalan 5S merupakan lima nilai murni yang terdiri daripada Sisi, Susun, Sapu, Seragam dan Sentiasa Amal. Manakala dalam Bahasa Jepun ialah Seiri, Seiton, Seiso, Seiketsu dan Shitsuke. Mengikut laman web rasmi Majlis Ugama Islam dan Adat Resam Melayu Pahang, lima perkara utama yang diberi fokus dalam 5S adalah kebersihan, kekemasan, kemudahan, keselamatan dan komunikasi.

Di Malaysia, kebanyakan perpustakaan akademik telah melaksanakan amalan ini. Berikut pautan web perpustakaan akademik yang telah melaksanakan Amalan 5S di tempat kerja:

1. **Perpustakaan Universiti Kebangsaan Malaysia:**
<http://5sperpustakaanukm.weebly.com/>

2. **Perpustakaan Universiti Putra Malaysia:**
https://lib.upm.edu.my/upload/dokumen/PPSAS1_lib10.pdf
https://intl.upm.edu.my/berita/3_ogos_lawatan_ke_perpustakaan_sultan_abdul_samad_upm-44713
3. **Perpustakaan Universiti Teknologi MARA (Perak):**
<https://ildperak.uitm.edu.my/logo-5s.html>
4. **Perpustakaan Universiti Malaysia Pahang:**
<https://umplibrary.ump.edu.my/index.php/en/component/tags/tag/5s-umplib>
5. **Perpustakaan Universiti Utara Malaysia:**
<https://library.uum.edu.my/tag/5s/>
6. **Perpustakaan Universiti Teknologi Malaysia:**
<http://portal.psz.utm.my/5s/index.php/about-us/5s-pledge/>
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<https://work-53522736.workplace.com/groups/218634218824296/>
8. **Perpustakaan Universiti Sains Malaysia:**
<https://www.amdi.usm.my/index.php/58-amalan5s?start=10>
9. **Perpustakaan Universiti Malaysia Kelantan:**
<http://perpustakaan.umk.edu.my/5s/>
10. **Perpustakaan Universiti Pendidikan Sultan Idris:**
<https://pustaka2.upsi.edu.my/index/wp-content/uploads/2015/08/Julai-2010.pdf>

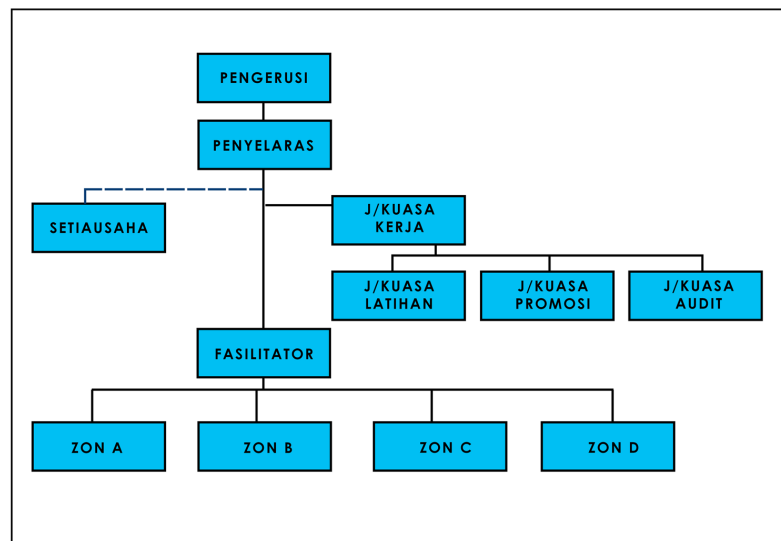


Gambar 1: Lambang berbentuk bunga raya: Amalan 5S di pejabat
(Sumber: <https://www.bing.com/images/search?q=amalan+5s&FORM=HDRSC2>)

Dalam 16 perpustakaan akademik yang disenaraikan, hanya enam yang tiada laman web khusus atau maklumat berkaitan amalan 5S iaitu Perpustakaan Universiti Malaysia Sarawak, Perpustakaan Universiti Teknikal Melaka, Perpustakaan Universiti Teknologi Petronas, Perpustakaan Universiti Malaysia Sabah, Perpustakaan Universiti Sultan Zainal Abidin, dan Perpustakaan Universiti Malaysia Terengganu.

Pewujudan amalan 5S perlu ditunjangi juga dengan objektif penubuhan, moto, dan logo 5S. Kriteria audit akan dijalankan oleh pihak MPC (Malaysian Productivity Corporation) sekiranya sesebuah organisasi atau institusi itu ingin mencapai tahap pensijilan.

Terdapat jawatankuasa yang menjadi tulang belakang pelaksanaan amalan 5S ini iaitu Pengerusi, Penyelaras, Setiausaha, Jawatankuasa Kerja (Jawatankuasa Latihan, Jawatankuasa Promosi, Jawatankuasa Audit) dan Fasilitator (mengikut zon masing-masing). Latihan dan pendidikan juga disusuli dalam pelaksanaan ini agar ia terlaksana. *Benchmarking* antaranya merupakan salah satu pendidikan awal dalam melaksanakan amalan 5S, kerana dengan adanya lawatan ke tempat yang telah melaksanakan amalan 5S ini, pelbagai maklumat dan pendedahan baru boleh diperolehi.



Carta 1: Jawatankuasa Induk Amalan 5S

Selain daripada pewujudan jawatankuasa kerja, carta perbatuan diperlukan dalam melaksanakan Amalan 5S yang mana ia menjadi kayu ukur sejauh mana pelaksanaannya. Asas kepada amalan ini juga adalah *Plan-Do-Check-Act* (PDCA) yang diperkenalkan oleh W. Edwards Deming:

- i. **P (Plan)** – Perancangan perlu supaya objektif tercapai.
- ii. **D (Do)** – Perkara yang perlu dilakukan selepas adanya perancangan, sedikit perubahan akan diuji dan data dikumpulkan dan perubahan yang pantas akan dilaksanakan.
- iii. **C (Check)** – Semasa fasa semakan, data dan keputusan akan dikumpulkan dan dinilai. Data akan dibandingkan untuk mendapatkan hasil sama ada persamaan atau perbezaan. Proses ujian akan

dilakukan sekali lagi untuk mengetahui sekiranya ada perbezaan dengan hasil yang pertama. Sekiranya data dimasukkan dalam carta ia akan mudah untuk melihat gaya PDCA dilaksanakan beberapa kali. Ini membantu kita melihat adakah perubahan yang lebih baik dan perubahan tersebut boleh dibaiki ke arah yang lebih baik.

- iv. A (Act) – Penyesuaian sekiranya perlu selepas proses *Do* dan *Check* dilakukan. Setelah punca asal dijumpai tindakan seterusnya adalah memadamkannya dan memperbaikinya semula.

Bahasa Jepun	Bahasa Inggeris	Bahasa Melayu	Maksud	Contoh
<i>Seiri</i>	<i>Sort</i>	Sisih	Menyisih: peralatan yang tidak perlu, mengasingkan dan melupuskan alatan yang tidak diperlukan secara sistematik di tempat kerja	Membuang sampah
<i>Seiton</i>	<i>Sent In Order</i>	Susun	Kekemasan: menyusun alatan yang diperlukan secara kemas dan sistematik supaya mudah dicapai dan diletakkan semula di tempat asal setelah digunakan	Menjumpai dokumen dalam masa 30 minit
<i>Seiso</i>	<i>Shine</i>	Sapu	Pembersihan: membersihkan dan memeriksa tempat kerja secara teliti supaya tiada habuk atau kotoran di atas lantai, peralatan dan persekitaran tempat kerja	Tanggungjawab huraian dalam membersihkan ruang dan peralatan kerja
<i>Seiketsu</i>	<i>Standardise</i>	Seragam	Keseragaman: wujudkan piawaian amalan yang terbaik dan seragam di tempat kerja dan memastikan piawaian tersebut diikuti bagi memastikan tempat kerja bersih dan tersusun setiap masa	Tempat penyimpanan peralatan dan dokumen yang seragam dan jelas
<i>Shitsuke</i>	<i>Sustain</i>	Sentiasa Amal	Disiplin: melatih pekerja mengamalkan amalan 5S secara berterusan agar menjadi tabiat dan budaya kerja di organisasi	Laksanakan amalan 5S setiap hari secara berdisiplin

Jadual 1: Definisi dan huraian 5S

Objektif Pelaksanaan 5S di Perpustakaan

Amalan 5S di dalam organisasi merupakan suatu yang positif dan memberikan banyak manfaat. Antara manfaat yang dapat dilihat hasil dari pelaksanaan 5S di dalam organisasi seperti di Perpustakaan adalah seperti berikut:

- a. Mewujudkan persekitaran kerja yang selamat, bersih, kemas dan selesa setiap masa.
- b. Membantu meningkatkan disiplin diri dan semangat kerja berpasukan di kalangan warga Perpustakaan.
- c. Membantu meningkatkan tahap kepuasan pelanggan terhadap perkhidmatan yang ditawarkan.
- d. Meningkatkan kualiti, produktiviti dan profesionalisma di kalangan warga Perpustakaan menerusi penambahbaikan secara berterusan
- e. Menambahbaik proses kerja untuk mencapai *cost effective* dan *cost benefit*
- f. Mewujudkan budaya kerja yang ceria dan efektif

Kajian literatur

Kajian Hargiyarto, Ismara, Suyanto, & M. Khairudin (2014) mengimplementasikan konsep 5S dalam membuat simulasi pengembangan Bengkel Fabrikasi Jurusan Pendidikan Teknik Mesin untuk mencegah dan mengelak dari berlaku kemalangan di tempat kerja.

Kajian Norrizaidah Abu Bakar (2012) dalam penyelidikannya juga menekankan aspek keselamatan dengan menggunakan konsep 5S. Kajian Maidhili, S., Meenambika, G. & Nithyanandam, K. (n.d) mengaitkan 5S dengan *Total Quality Management* (TQM) di mana perlu mengikut standard dan disiplin dalam menguruskan sesebuah organisasi. Kajian Nur Zarina Berhan & Amirmuddin Udin (2012) mendapati pelajar mempunyai pengetahuan tinggi terhadap amalan 5S.

Ada juga cadangan penyelidikan yang dibuat terhadap industri kecil sederhana oleh Rahim Jamian, Mohd Nizam Ab Rahman, Baba Md Deros & Nik Zainuddin Nik Ismail (2013) supaya konsep amalan 5S digabung bersama dengan amalan 3R (*reuse, reduce, recyle*). Kajian tersebut membuktikan amalan 5S menambahbaik prestasi syarikat tanpa memerlukan pelaburan besar. Manakala aktiviti 3R berjaya mengurangkan kesan alam sekitar.

Kajian oleh Mohd Noorhasni Mohd Saad, Rushami Zien Yusoff, & Rohaizah Saad (n.d) mendapati terdapat kesan negatif dan positif dalam pelaksanaan amalan 5S. Positifnya memudahkan peralatan pejabat diperolehi manakala negatifnya ialah budaya organisasi yang berbeza menyukarkan amalan 5S dicapai.

Pelaksanaan

Majoriti Perpustakaan Akademik di Malaysia telah lama mengamalkan amalan 5S ini dan boleh dilihat melalui laman web Perpustakaan yang disenaraikan di atas. Budaya dari negara Jepun sedikit sebanyak mengubah sikap rakyat Malaysia. Antara aktiviti yang dijalankan di perpustakaan masing-masing ialah gotong-royong mengemas barang di stor, mengasingkan kertas yang telah digunakan untuk diktir semula, melabel nama barang/peralatan pejabat, memastikan papan tanda kecemasan diletakkan di tempat yang sepatutnya bagi memudahkan pergerakan sewaktu kebakaran dan meletak sudut amalan 5S supaya setiap pekerja mengambil maklum tentangnya.

Susunan perabot di tempat kerja lebih teratur dan langkah-langkah mengurangkan kemalangan juga ditambahbaik. Banyak agensi perkhidmatan awam telah melaksanakan amalan 5S dengan merujuk kepada Arahan Pentadbiran Bilangan 1 Tahun 2010 (Panduan Amalan 5S, Jabatan Perkhidmatan Awam Malaysia), ada juga di kalangan agensi ini yang telah mendapat pensijilan daripada badan/institusi pengiktiraf contohnya Perbadanan Produktiviti Malaysia (MPC) antaranya ialah Perpustakaan Universiti Teknologi MARA (Perak).

Kesan daripada Amalan 5S

1. Penjimatan kos – mudah didapati sewaktu dikehendaki contohnya pencarian fail/dokumen penting pejabat
2. Meningkatkan kecekapan penggunaan sumber – staf lebih cekap dalam penggunaan sumber contohnya kitar semula atau *reuse* kertas A4
3. Meningkatkan kecekapan dan keberkesanan penyelenggaraan – contohnya dalam bidang penyelenggaraan peralatan elektrik dan mekanikal, peralatan membaiki diletakkan atau disimpan di tempat yang dilabel
4. Jaminan kualiti – semakan dan kemaskini peralatan pejabat yang dilakukan secara berkala akan menjamin kualiti barang contohnya melalui kaedah inventori
5. Meningkatkan tahap keselamatan di persekitaran tempat kerja – keselamatan akan lebih terjamin kerana kedudukan peralatan pejabat tersusun dan tiada barang yang menghalang di pintu laluan kecemasan sekiranya berlaku perkara yang tidak diduga
6. Meningkatkan motivasi pekerja – susunan dan kekemasan di tempat kerja akan meningkatkan lagi semangat untuk bekerja di pejabat

Kesimpulan

Pewujudan amalan 5S menjadikan sesebuah organisasi itu lebih mantap. Faktor disiplin dan kerjasama antara semua membolehkan misi, visi dan objektifnya tercapai. Mengikut capaian sumber internet yang terkini ada tambahan 'S' iaitu merujuk kepada keselamatan atau *safety* (melahirkan sikap prihatin terhadap persekitaran tempat kerja (pejabat) yang selamat). Ini menambah baik lagi produktiviti di negara Malaysia khususnya. Amalan 5S perlu dilaksanakan secara berterusan supaya persekitaran di tempat kerja dalam keadaan kemas dan teratur.

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Diulas oleh Mohd Samsul Ismail

Buku ini mempunyai tujuh belas bab dan boleh dibahagikan kepada lima bahagian. Secara umumnya buku ini mengenai rahsia untuk berjaya. Rahsia tersebut dihuraikan melalui persembahan dan gaya bahasa yang cukup mudah difahami oleh setiap lapisan pembaca dan menarik untuk dibaca.

Dalam bahagian satu, penulis menghuraikan mengenai pengenalan diri seseorang yang boleh di analisa melalui empat perkara iaitu kekuatan, kelemahan, peluang dan harapan serta masalah atau ancaman yang kita alami (Analisa SWOT). Mengenali diri sendiri adalah penting sebelum seseorang itu mengatur strategi bagi memudahkan tindakan dalam meraih kejayaan.

Dalam bahagian kedua, penulis membentangkan pula mengenai halangan di dalam mencapai sesebuah kejayaan seperti cepat mengaku kalah, sifat malas, takut menghadapi kegagalan, rasa diri terlalu kerdil dan mempercayai diri kita lemah sebelum terbukti lemah. Penulis juga menyatakan perlunya seseorang itu untuk keluar dari zon selesa dan berani memulakan langkah bagi meningkatkan keazaman diri bagi mencapai kecemerlangan. Perbuatan berangan-angan dan bertangguh dalam melakukan sesuatu pekerjaan juga perlu dihindari.

Bahagian ketiga pula, penulis menceritakan mengenai beberapa kisah yang menarik dan memberi inspirasi iaitu kisah seorang budak gemuk yang berusaha untuk kurus, pelajar yang gemar menanggung tugas, guru praktikal dalam cabaran menghadapi pelajarannya, ibu tunggal yang berjaya membesarkan anak-anaknya dan kisah seorang mahasiswa yang berjaya mencapai matlamatnya bagi mendapatkan ijazah sarjana muda kelas pertama.

Dalam bahagian keempat, penulis membicarakan tentang budaya positif untuk berjaya iaitu mengajarkan perkara yang baik kepada orang lain. Kedua, dengki yang memotivasikan iaitu dengki terhadap nikmat yang dimiliki oleh orang lain, namun tidak mengharap nikmat itu terhapus darinya tetapi mengharap nikmat yang sama pada dirinya. Beliau juga menitikberatkan latihan berterusan, memperkasakan sabar, berdisiplin, berdoa, memilih sahabat, keseimbangan dari segi IQ dan EQ dan menerima segala cabaran yang dihadapi sebagai dorongan untuk berjaya.

Dalam bahagian terakhir, penulis memberikan beberapa tips positif untuk berjaya iaitu pengurusan masa, komunikasi yang baik, meningkatkan daya pemikiran dan ingatan, mengurus stres dan menyelesaikan masalah.

Sebagai kesimpulan, buku *Positif untuk Berjaya* ini berjaya menyahut seruan pimpinan negara bagi menghasilkan pelajar yang mempunyai '*towering personality*' untuk menakutkan orang lain akan

kredibiliti yang dimiliki. Kaedah penyampaian buku ini agak bersahaja, namun isi buku ini adalah berlandaskan kepada rujukan yang berautoriti. Oleh itu, buku ini sesuai digunakan oleh sesiapa sahaja sama ada di Institut Pengajian Tinggi, Sekolah ataupun sebagai bacaan umum. Diharapkan buku ini dapat membudayakan motivasi bertemakan Islam bagi meningkatkan kecemerlangan di dunia dan akhirat.

Laporan Menghadiri Seminar Kepustakawanan

11-12 September 2019: Kuching, Sarawak

Ulya Sujak

Pengenalan

Seminar Kepustakawanan 2019, (kali ke 6) telah diadakan selama 2 hari, pada 11–12 September 2019, di Hotel Merdeka Palace, Kuching, Sarawak. Seminar kali ini bertemakan “Memanusiakan Maklumat, Memperkasakan Masyarakat”.

Ucapan aluan telah disampaikan oleh Timbalan Naib Canselor (Penyelidikan dan Inovasi) UNIMAS, Yang Berbahagia Profesor Dr. Wan Hashim Wan Ibrahim bagi mewakili Naib Canselor. Seterusnya, perasmian seminar telah disempurnakan oleh Yang Berbahagia Ketua Pengarah Perpustakaan Negara Malaysia, Yang Berbahagia Puan Maizan Ismail.

Seminar ini menggariskan beberapa objektif yang ingin dicapai, antaranya:

- i. membincangkan peranan pustakawan dan pengurus maklumat dalam melestarikan kecemerlangan dalam persekitaran digital
- ii. menggalakkan perkongsian sumber ilmu yang pintar dan lestari dalam kalangan institusi berkaitan dalam semangat keserakanan dan kesepunyaan
- iii. menjadi wadah bagi pustakawan dan pengurus maklumat dalam merealisasikan pembudayaan pembelajaran sepanjang hayat

Bertepatan dengan tema, 16 kertas kerja telah dibentangkan oleh 15 pembentang dan dibahagikan kepada empat sesi dan setiap satunya membawa sub tema berbeza. Sub tema yang diketengahkan adalah:

- i. Pembudayaan inovasi dan kreativiti dalam perpustakaan/pusat maklumat
- ii. Keterlibatan perpustakaan dengan masyarakat
- iii. Kolaborasi pintar mendepani cabaran
- iv. Kepuasan pelanggan keutamaan perkhidmatan

Dewan dipenuhi oleh sebahagian besar pustakawan dan selebihnya daripada kalangan perunding/penyedia perkhidmatan maklumat. Bilangan penyertaan yang ramai membantu meluaskan jaringan dalam kalangan profesional. Seminar ini dapat mengumpulkan profesional maklumat dan berkongsi maklumat amalan terbaik pelbagai jenis perpustakaan akademik di IPTA dan IPTS, khusus, awam dan penyedia aplikasi maklumat.

Perkongsian Inisiatif

Sesi 1: Pembudayaan inovasi dan kreativiti dalam perpustakaan/pusat maklumat

Empat judul pembentangan dikongsikan.

- i. Maker Lab@Perpustakaan Akademik UiTM Puncak Alam : merakatkan dan mengindustrikan penyelidik
- ii. Touchlib : humanising a library system to empower academic institution
- iii. Memperkasa budaya kreativiti dan inovasi di Perpustakaan UKM
- iv. Makerspace @ Perpustakaan Syed Faizzudin Putra, Universiti Malaysia Perlis (UniMAP)

Sesi 2: Keterlibatan perpustakaan dengan masyarakat

Sesi ini menampilkan lima pembentang kertas kerja berkongsi pengalaman melaksanakan program jalinan masyarakat atau *Community Social Responsibility (CSR)*.

- i. Pustaka@Muallim: jalinan ilmu, rentak masyarakat
- ii. *Green Library: sustainability education module as libraries transformation service for community*
- iii. *Autism friendly library: academic library services for special needs*
- iv. *Library as the driver towards a healthy lifestyle culture*
- v. *Tinjar Ulu outreach program: collaboration between the library and faculty*

Sesi 3: Kolaborasi pintar mendepani cabaran

Terdapat tiga pembentangan. Inisiatif kepada usaha mendepani cabaran memerlukan kerjasama dua hala kepakaran di antara perpustakaan dan pihak luar (masyarakat / berkepentingan).

- i. Users' and librarians' perceptions of school resources center KOHA library automation implementation: a case study of school resource center at Kolej Tingkatan Enam Petaling Jaya
- ii. The role of local council in the accessibility and preservation of indigeneous knowledge in Sarawak
- iii. Fakulti profiling (F-Profiling) satu nilai tambah dalam pengurusan sumber UNIMAS

Sesi 4: Kepuasan pelanggan keutamaan perkhidmatan

Sesi ini menampilkan empat pembentangan yang selari dengan sub tema. Kepuasan pelanggan boleh dicapai melalui penyediaan pelbagai koleksi, fasiliti dan ruang, perkhidmatan dan rundingan yang ditawarkan.

- i. Kualiti perkhidmatan, kepuasan pengguna dan faktor pendorong penggunaan kemudahan ruang bacaan 24 jam Perpustakaan Tunku Tun Aminah (PTTA), UTHM
- ii. Daripada pelanggan untuk pelanggan: maklumbalas secara santai dan kreatif
- iii. Research torchbearers : librarian's role in forwarding research excellence
- iv. Advancing library customer experience in the era of industrial revolution 4.0

Kesimpulan

Secara keseluruhan, seminar ini berjaya mengetengahkan dua perkara utama, iaitu:

- i. bagaimana perpustakaan dan profesional maklumat berperanan untuk memanusiakan maklumat melalui aktiviti yang menyokong pengajaran, pembelajaran, penyelidikan dan inovasi yang memberi impak kepada masyarakat dan negara.
- ii. bagaimana untuk memperkasakan masyarakat dengan mendepani setiap aspek dan bertunjangkan nilai maklumat yang sahih, sumber yang betul dan tepat.

Ini bertepatan dengan aspirasi pembangunan lestari negara 2030, di mana peranan perpustakaan boleh menjadi salah satu tonggak pendidikan mampan yang akan terus berkembang, iaitu dengan memberi pendidikan dan pembelajaran berterusan untuk memperkasakan masyarakat dengan ilmu.

Akhir sekali, sebagai profesional maklumat menghadiri seminar seperti ini dapat meningkatkan pengetahuan, kreativiti dan inovasi berkaitan pengurusan maklumat dan kepentingan untuk “memasyarakatkannya” atau memanfaatkannya kepada komuniti.



Gambar 1: Penulis bersama peserta, Puan Hani Liza Norfin, Pustakawan dari UiTM, Shah Alam

Laporan Menghadiri Persidangan Antarabangsa Manuskrip Melayu 2019

15-17 Oktober 2019: Perpustakaan Negara Malaysia

Ulya Sujak, Juhaida Abd Rahim dan Haslan Tamjehi

Perpustakaan Universiti Malaya telah menghantar tiga Pustakawan bagi menghadiri satu Persidangan Antarabangsa Manuskrip Melayu 2019, pada 15 hingga 17 Oktober dan bertempat di Perpustakaan Negara Malaysia. Persidangan ini merupakan kerjasama di antara Kementerian Pelancongan Seni dan Budaya (MOTAC) dan Perpustakaan Negara Malaysia (PNM). Ucapan aluan telah disampaikan oleh Ketua Pengarah Perpustakaan Negara, Yang Berusaha Puan Maizan Ismail dan seterusnya penyampaian ucapan perasmian dan perasmian persidangan telah disempurnakan oleh Menteri dari Kementerian, Yang Berhormat Datuk Mohammadin Ketapi.

Persidangan kali ini membawa tema “Aksara, Naskhah dan Tamadun Alam Melayu”. Persidangan ini menghimpunkan 27 pembentang tempatan dan luar negara dan diakhiri dengan sesi sembang manuskrip bersama tiga panel jemputan. Pembentangan judul dibahagikan mengikut sub tema yang telah disusun dalam sembilan sesi seperti berikut:

Sesi I : Aksara – skrip kuno Melayu

Sesi II : Aksara – skrip rumpun Melayu

Sesi III : Batu Bersurat alam Melayu

Sesi IV : Ilmu maritim, arkeologi dan teknologi

Sesi V : Ilmu tradisional Melayu – perubatan seksologi dan ilustrasi/mantera

Sesi VI : Bicara Akademik – kesusasteraan Melayu (Warkah, prosa, hikayat dan kitab agama)

Sesi VII : Fesyen – Pengaruh iluminasi dalam busana masyarakat

Sesi VIII : Akal budi dan budaya tinggi bangsa

Sesi X : Adat istiadat, busana dan akal budi

Sesi IX : *Lightning talk* – sembang manuskrip Melayu

Persidangan seumpama ini mendapat sambutan yang amat menggalakkan, lebih 200 penyertaan yang mewakili pelbagai organisasi; kerajaan dan bukan kerajaan, individu seperti pengkaji, penulis, arkitek, wartawan, pelukis, arkeologi, ahli akademik, profesion lain yang terlibat dalam pengurusan maklumat dan pelbagai lagi. Sesi soal jawab juga adalah saat yang dinanti-nantikan oleh peserta bagi mengemukakan soalan kepada pembentang.



Gambar 1: Para pembentang sesi II



Gambar 2: Para pembentang sesi V

Berdasarkan persidangan ini, boleh dirumuskan bahawa manuskrip merupakan salah satu sumber primer kepada perkembangan ketamadunan dan peradaban sesebuah bangsa. Lebih banyak kajian ke atas manuskrip, lebih merungkai pelbagai khazanah ilmu bangsa Melayu yang hebat di pelbagai bidang seperti:

- i) Kesusasteraan, sosial dan sains;
- ii) Keintelektualan dalam bidang sains dan teknologi, perubatan, fisiologi, maritim/pelayaran, arkeologi, arkitek/senibina, keselamatan, politik, undang-undang/ketatanegaraan, sejarah;

- iii) Halus berseni dalam bidang linguistik (bahasa, penulisan), hikayat, diplomasi, seni halus, kraftangan, tekstil dan hiasan;
- iv) Tinggi pekerti dalam ilmu berkasih sayang, muafakat dan adab, lembut berbicara, hemah dalam bermuamalah.

Sesungguhnya, manuskrip Melayu sebagai sumber keintelektualan, kebijaksanaan dan kehalusan jati bangsa Melayu harus terus dipelihara dan dikaji sebagai warisan bangsa.

Seminar ini mampu mengetengahkan sebahagian kecil kajian bersumberkan manuskrip Melayu dalam bidang seperti penciptaan aksara yang menyumbang kepada perkembangan alat komunikasi dan perekodan maklumat. Melalui persidangan ini, kita dapati manuskrip Melayu yang tersimpan di pelbagai pelusuk dunia menjadi bukti jitu dalam mengangkat ketamadunan Melayu lampau.

Marrakesh Treaty Implementation & Inclusive Library Workshop

22-23 August 2019: University of Malaya Library

Mohd Faizal Hamzah

“The Government and private educational providers shall, in order to enable persons and children with disabilities to pursue education, provide reasonable accommodation suitable with the requirements of persons and children with disabilities in terms of, among others, infrastructure, equipment and teaching materials, teaching methods, curricula and other forms of support that meet the diverse needs of persons or children with disabilities.” – Persons with Disabilities Act 2008, Act 685

Over the years, the awareness of the rights of people with disabilities has increased. Various initiatives have been designed to ensure that disabled people can enjoy their quality of life (QoL). Not only that, a countless study has been conducted to study the needs and every aspect of disabled people. To craft better social equality, universal design and inclusive concepts had been the midpoint in any national agenda. According to Persons with Disabilities Act 2008, Act 685, part IV, Chapter 1, persons with disabilities shall have the right to (1) access public facilities, amenities, services and buildings; (2) access to public transport facilities; (3) access to education; (4) access to employment; (5) access to information, communication and technology; (7) access to cultural life, and (8) access to recreation, leisure and sport. In view of each pillar in Act 685, as a Research Library, the University of Malaya Library (UML) is fully committed to providing basic needs for disabled users in the campus. As such, a workshop on people with disabilities was conducted on August 22-23, 2019 by the Librarians Association of Malaysia and University of Malaya Library (UML). Marrakesh Treaty Implementation and Inclusive Library Workshop were initially proposed by the Committee of Library Services to the Special Users 2018/2020. Various categories of librarians including, public library, academic library, state library, academician and pensioner registered for the workshop.

The objectives of the workshop are comprehensively listed below:

1. To ensure librarians are given early exposure to the impact of the Marrakesh Treaty
2. To disclosure, the preparation needed in terms of;
 - i. Ready to exchange/loan of materials for free
 - ii. Provision of the related technology and equipment
 - iii. Skills and human resource
3. To discuss the best way to meet the Marrakesh treaty requirement
4. To increase the awareness and understand the concepts of inclusive library and information center.

To deliver the information and current issues related to the Marrakesh treaty, the committee has invited Mr. Mohd Syaufiq, the Assistant Director of Copyright Division and Acting Copyright Tribunal Secretary at the Intellectual Property Corporation of Malaysia (MyIPO). The first part of the workshop was directed on the Malaysia Copyright Act. A profound dialogue on copyright has given the participants a clear picture of the direct impact of the Marrakesh Treaty in Malaysia. Unlike the archetypal Marrakesh treaty, various approaches are taken by the Malaysian government whereby it may include otherwise print disabled and hearing impairment. The workshop was an early exposure on the impact of the Marrakesh Treaty to stimulate resource sharing for people with blindness or visual impairments. Countries that have signed the Marrakesh treaty would share their reading materials for free amongst other countries who have signed the treaty for free. However, according to the World Intellectual Property Organization (WIPO), there is still a need for exceptions to traditional copyright law and establish a certain set of limitations. The second part of the workshop was focusing on the preparation of the library. Several issues highlighted by the participants which include, the copyright of the theses and dissertations, online database, and special collection in the library. Overall, the MyIPO's initiative has been fully supported by all participants to highlight the Marrakesh Treaty in Malaysia.

The second day of the workshop was concentrating on the inclusivity concept in the library and information center. The topic was presented by the Chairperson of Committee of Library Services to the Special Users, Librarians Association of Malaysia, Dr. Mohd Faizal Hamzah. As for eye-opener, the definition of inclusive concepts was comprehensively discussed. It is very important to ensure that librarians are able to identify categories of users in the library. This is because the concept is not ultimately for disabled people only. By default, the library should be accessible for pregnant women, children, teenagers, senior citizens and other types of special users. The participant was exposed to accessibility and inclusive appraisal. Observation of the accessibility and inclusive library should start from the surrounding of the library building. The standard dimension and scale for the ramp, lift, stair, and toilet were also presented comprehensively. Not only that, but also universal design concepts have also been discussed with the participants. The last part of the second day of the workshop was the accessibility and inclusive audit tour around the UML. All participants were given a set of questionnaire to do some reviews on facilities provided in University of Malaya. The observation started from the bus stop nearby library until the inside of the library building. In conclusion, the participants were given a brief explanation of the initiative of the UML to provide basic facilities for disabled people. The Librarians Association of Malaysia and UML would like to express our heartfelt appreciation for the support for this workshop.



Participants of Marrakesh Treaty Implementation & Inclusive Library Workshop

Majlis Perasmian Makmal Pengawetan

21 Ogos 2019: Bahagian Pemeliharaan & Pemuliharaan, Perpustakaan Utama

Nasaruddin Saravanan Ramu

Bahagian Pemeliharaan dan Pemuliharaan telah memulakan langkah awal bagi merealisasikan makmal pengawetan di Perpustakaan dengan menjemput Arkib Negara Malaysia memberikan latihan kepada staf serta membeli keperluan asas yang diperlukan oleh sesebuah makmal pengawetan. Objektif utama makmal ini perlu direalisasikan adalah untuk:

- i. Pengawetan koleksi bahan arkib dan nadir Perpustakaan
- ii. Pengwasapan dan rawatan koleksi cetak perpustakaan

Majlis perasmian makmal pengawetan telah diadakan pada 21 Ogos 2019. Majlis telah dimulakan dengan bacaan doa dan telah berjalan lancar sebagaimana yang telah dirancang. Majlis dianjurkan oleh Bahagian Pemeliharaan dan Pemuliharaan.

Perasmian majlis pembukaan makmal pengawetan telah disempurnakan oleh Ketua Pustakawan. Dalam ucapan perasmian, beliau telah menegaskan bahawa kerja-kerja pengawetan bahan manuskrip, nadir dan lain-lain bahan yang bernilai adalah perlu demi memelihara warisan budaya bangsa.

Gimik perasmian dilaksanakan oleh Ketua Pustakawan Dr. Khasiah Zakaria dan Timbalan Ketua Pustakawan Kanan, Encik Mahbob Yusof yang seterusnya menandatangani watak perasmian dan memotong pulut kuning.

Majlis perasmian ini adalah episod baru yang memberi tanggungjawab dan kemahiran tambahan kepada kakitangan Bahagian Pemeliharaan & Pemuliharaan dalam melaksanakan kerja pengawetan terhadap koleksi Perpustakaan Universiti Malaya yang sangat tidak ternilai.



Penerangan Ketua Unit Pemeliharaan dan Pemuliharaan kepada Ketua Pustakawan mengenai pengawetan



Ketibaan tetamu



Majlis dimulakan dengan ucapan Ketua Unit



Ucapan daripada Ketua Unit



Bacaan doa



Ucapan daripada Ketua Pustakawan, Dr Khasiah



Ketua Pustakawan menandatangani watikah tanda perasmian



Timbalan Ketua Pustakawan Kanan, Encik Mahbob menandatangani watikah tanda saksi



Sesi memotong kek pulut kuning



Sesi demo pengawetan



Sesi demo pengawetan



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Staf

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PELANTIKAN BARU			
1.	Zunaidah Sapie	Pembantu Awam (H11)(Tetap)	01.10.2019
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PERSARAAN			
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2.	Zohri Aziz	Pembantu Pustakawan (S26)	19.09.2019
3.	Mohammad Othman	Pembantu Pemuliharaan	02.10.2019
4.	Rokiah Saad	Pembantu Awam (H11)	01.12.2019
5.	Maragatawali Narayanasamy	Pembantu Awam (H11)	24.12.2019
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2.	Mohd Shahril Abdul Rahman	Pembantu Pustakawan (S22)	26.09.2019
3.	Siti Iryani Ismail	Penolong Pustakawan (S29)	25.10.2019
KEMBALI BERTUGAS			
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Kursus/Persidangan/Bengkel

PERSIDANGAN/BENGKEL			
Bil.	Nama Staf	Persidangan/Bengkel	Tarikh
1.	Mohd Farid Wan Mohd Zin	Bengkel Pelan Strategik MySyL, UMK Kampus Kota, Pengkalan Chepa, Kota Bharu Kelantan	24.07.2019
2.	Hazlin Anita Zainal Abidin	Preservation of Tangible and Intangible Cultural Heritage: Actual Problems and Strategies to Solve Them, Tashkent, Samarkhan, Termez ,	21.08.2019-28.08.2019
3.	Vijayalatchumy Maruthaveeran	Managing Your Corporate Memory, Universiti Teknologi Petronas, Perak	27.08.2019-28.08.2019
4.	Ulya Sujak	Seminar Kepustakawanan 2019, Hotel Merdeka Palace, Kuching, Sarawak	10.09.2019-12.09.2019
5.	Juhaida Abd Rahim, Ulya Sujak	Persidangan Antarabangsa Manuskrip Melayu 2019, Perpustakaan Negara Malaysia, Wilayah Persekutuan Kuala Lumpur, Malaysia	15.10.2019-17.10.2019
6.	Zanaria Saupi Udin	11th Asian Conference On Education, Toshi Center Hotel, Tokyo, Japan	30.10.2019-04.11.2019

Penerbitan

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Ringkasan Aktiviti Perpustakaan (Julai-Disember 2019)

Bil.	Tarikh	Aktiviti	Maklumat
1	1 Julai 2019	Majlis Jamuan Hari Raya Bahagian Perkhidmatan Pelanggan	Perpustakaan Utama
2	1 Julai 2019	Penggunaan Kemudahan E-Wallet Di Perpustakaan	Perpustakaan Utama
3	3 Julai 2019	Jamuan Hari Raya Aidilfitri, Majlis Persaraan serta Majlis Perkhidmatan Cemerlang Staf Perpustakaan 2018	Perpustakaan Utama
4	10 Julai 2019	Sesi Perkongsian Bersama Penulis Buku 'Dari Madagaskar Ke Malaysia' oleh Cik Aina, penulis buku Asas Perbualan Malagasy-Melayu	Perpustakaan Pengajian Melayu
5	11 Julai 2019	Minit Mesyuarat Ikhtisas Bil 2/2019	Perpustakaan Utama
6	12 Julai 2019	Majlis Perasmian Pembukaan Semula Perpustakaan T.J. Danaraj	Anjuran: Fakulti dan AJK Alumni Fakulti Perubatan
7	16 Julai 2019	Bengkel Pangkalan Data IEEE untuk Pustakawan	Perpustakaan Utama
8	19 Julai 2019	Mesyuarat Agung Kelab Sukan & Rekreasi Perpustakaan Universiti Malaya (KSRPUM)	Perpustakaan Utama
9	5 Ogos 2019	Mesyuarat Agung Khas KSRPUM bagi pemilihan Presiden dan Naib Presiden	Perpustakaan Utama
10	9 Ogos 2019	Forum Akademik 1/2019	Perpustakaan Utama
11	21 Ogos 2019	Sesi Bicara Pustaka bersama Profesor Emeritus Dr. Muhammad Haji Salleh dan Majlis Perasmian Pameran "Sasterawan Negara Muhammad Haji Salleh: Pencari dan Pemikir"	Perpustakaan Utama
12	21 Ogos 2019	Perasmian Makmal Pengawetan Bahagian Pemeliharaan & Pemuliharaan Perpustakaan	Perpustakaan Utama
13	29 Ogos 2019	Gotong Royong Perdana Perpustakaan Universiti Malaya 2019	Perpustakaan Utama
14	3 September 2019	Bengkel Pengurusan Minit Mesyuarat & Pengurusan Rekod dan Fail	Perpustakaan Utama
15	27 September 2019	Majlis Bacaan Yassin dan Tahlil pada Bulan September 2019	Perpustakaan Utama
16	27 September 2019	Mesyuarat Ikhtisas Bil 3/2019	Perpustakaan Utama
17	1 Oktober 2019	Bengkel Kesedaran Teknik Pengajaran untuk Pelajar Orang Kelainan Upaya (OKU) UM	Auditorium, Aras 4, Perpustakaan Utama
18	2-3 Oktober 2019	Hari Bersama Pelanggan Perpustakaan 2019	Perpustakaan Utama
19	7 November 2019	Pertandingan Sukan Rakyat KRSPUM	Perpustakaan Utama

GUIDELINES FOR CONTRIBUTORS

Kekal Abadi invites contributions from librarians, information scientists, information managers, educators, administrators, publishers and other interested persons from all over the world.

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Archambault, E., Campbell, D., Gingras, Y., & Larivière, V. (2009). Comparing bibliometric statistics obtained from the Web of Science and Scopus. *Journal of the American Society for Information Science and Technology*, 60(7), 1320-1326.

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Noraida Hassan. (2009, Jun 15-16). *Practicing evidence base in Malaysian libraries : A CSI challenge?* Paper presented at the International Conference on Libraries, Pulau Pinang.

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